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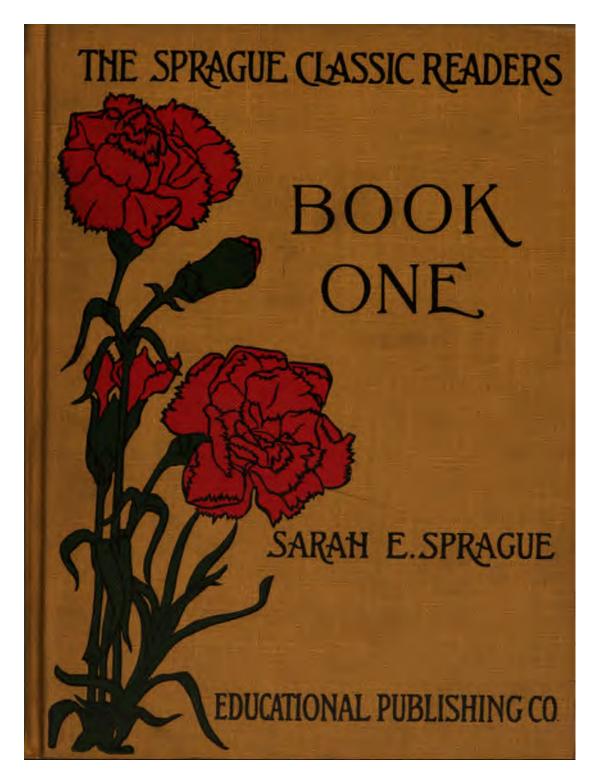
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- C. L. Vogel

The eyes of a child are sweeter

Than any hymn we have sung,

And wiser than any sermon

Is the lisp of a childish tongue.

— Paul Hamilton Hayne

The Sprague Classic Readers

BOOK ONE

A PRIMER

BY
SARAH E. SPRAGUE, Ph. D.

I love God and every little child.

-Jean Paul Richter.

Educational Publishing Company

Boston

New York

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To the loving little band of nephews and nieces and their myriad comrades—near and far away—who are just setting out in search of that alluring Wonderland to which a child's primer forms the magic portal, this series of readers is most affectionately inscribed by their lifelong friend,

THE AUTHOR.

FOREWORD.

Dear Friends: — In all the wide universe of beauty, there is nothing so transcendently beautiful as the joyous, natural awakening and development of child nature. It is our happy privilege so to interpret life to the little child that he may assimilate from it only what is good and pure and true; ours to put him in harmony with his every-day environment; to help him understand and love nature; to teach him to appreciate and respond to what is truest and best in music, in pictures, in books and in people.

To accomplish these ends easily and without loss of nervous energy, the child must be kept supplied with happy interests for head, hand, and heart, pursuing none of these, however, to that dangerous fatigue point which is the sure outcome of the forcing process and as surely fatal to all healthy growth. Realizing the full significance of these facts, the writer, in preparing this little volume, has been content to walk hand in hand with the child, sharing his simplest pleasures, keeping, for the most part, in dear, familiar pathways, stopping often by the wayside to pluck a well-known flower or to listen to the song of some familiar bird. The child has alternately led and been led. The uncertain little feet have been guided to higher levels by steps both easy and pleasant. There has been no undue straining after quick results and there has been no loss of that fullness of joy which belongs to the child by divine right. Book One goes into your hands as a labor of love and with the hope that it may be helpful to you and to the little ones in your charge.

Cordially yours,

SARAH E. SPRAGUE

PREFACE.

The Psychological Basis of this volume may be found in the following fundamental laws of child nature: — Joy is an integral part of normal childhood. Activity is a necessity of child life. Frequent change — of a pleasing character — is indispensable to healthy development and growth. The forcing process is destructive to mental power. Play is the natural outlet for the inherent dramatic instinct of the happy, unfettered child. Love is the only force to which child nature really yields.

Every normal child is a passionate lover of music, of rhythm, of color, form and motion. These are the highest stimulants to his imagination, and through these, his varied emotions find their truest expression. These also — because they arouse and hold his interest — are of unequalled value in strengthening the powers of attention and retention.

In the above may be found the underlying thought and motive of The Plan. The expansion of the plan depends also upon the following facts:—No teacher needs to make learning to read a task to the child. Happiness should be an inseparable part of the child's work as well as of his play. Both his work and his play should be so wisely directed as to leave the child the feeling of perfect freedom. The mind of the child should be kept so full of purity as to leave no room for evil. As the craving for rhythmic effects precedes the child's power to grasp the full import of words, he should have many easy rhymes before he attempts the higher forms of verse. These should both precede and accompany his early lessons in reading.

MARKED CHARACTERISTICS. Book One should be a decided factor in developing a genuine love of nature and in creating an abiding preference for what is best in people, in pictures, in music and in literature. It should also be an index of all that fills the child's hours at school. It

should indicate reading methods, but not dogmatize. As the volume's limits are soon reached, the teacher needs to strengthen, vivify and expand all its lines of work. Any primer should be a reading book. Mere lists of words are out of place. They waste the reading space and are an insult to the teacher's intelligence. The vocabulary should be carefully chosen, thoroughly graded and as ample as the average child can use intelligently.

SEAT WORK OR HAND WORK. It affords a child the keenest pleasure to turn his restless activities into a useful channel. This gives his vague impressions a tangible form, calls into use the creative faculty and puts him into closer touch with the adult world. Thus his dignity and his ambition are satisfied. Moreover, the child's attempts to express, with his hand, the thought gained from his reading lesson, clearly show possible weaknesses therein and prove that suitable hand work is a valuable adjunct to such lessons. Only the simplest hand work is indicated in this book, but may be added to at the pleasure of the teacher. Much of this work should be done at the blackboard or work table.

METHODS. Before the child can read independently, he must gain the following: — Power to grasp the thought and feeling expressed by the sentences. Instantaneous recognition of common words and phrases. A practical knowledge of phonetic elements. Instantaneous recognition of the script and Roman alphabets. The power to read aloud or to translate into action, in a correct and pleasing manner, what has been gained, silently, from the sentences. Hence, the author would advise, in general, a wise combination of the best features of all standard methods—Thought, Word, Action, Phonic and Sentence—discriminating so as best to meet the needs of the individual school or individual child.

EXPLANATORY. — Pages 8 and 9. If possible, present white daisies and have class examine. Otherwise present picture at once. Ask "What do you see?" Question kindly till all objects in cut are found

and all words and phrases on page 9 are given. Teach words from blackboard. Drill Rapidly but Carefully. In next reading period, review blackboard work. Class find same words in book. Verify by finding objects in cut. Read sentences on page 9 and many blackboard sentences made from same words. Teach All New Words Similarly and good reading will follow. Work with enthusiasm but without hurry. Give Phonic Drills as Needed.

Pages 14, 15, 16, 17. Materials needed: Flag, building blocks and table. Children number to ten. Cuts indicate steps in dramatization. Teach figures with names of numerals. Afterward, use these pages for reading lesson. Easy dramatizations with little or no help may be worked out by the class for many of the subsequent lessons. For example, see pages 28 and 29, 30 and 31, 40 and 41, etc. Such exercises lend interest, deepen impressions and remove self-consciousness.

Page 22. Play this game with class. Then teach words, thoroughly, from blackboard. Afterward, use for reading lesson.

Pages 36 and 37. Teach this song now or earlier, as preferred. Accompany by graceful gestures. Later, use for reading lesson.

PAGES 64 AND 65. Teach here or earlier. Designate one half of class as "sunbeams," other half as "shadows." Cuts suggest method of use. Much better if sung to some cheery melody, or accompanied by march music in "double-quick" time.

Pages 86 and 87. Have children model objects shown in these cuts.

PAGES 95 AND 96. Explain relationship of king, queen, prince and princess and that "Baby Stuart" was little son of King Charles I. Also tell class about the artist, Van Dyck. See "Great Artists," Ed. Pub. Co.

Pages 97 and 98. Recall information given with pages 95 and 96. Explain that "Good morrow" was once a common form of greeting.

Note. For prismatic colors and alphabets, see pages 6 and 7.

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Aa Qa Hh Hh Bb Bb Ii Ji Cc Cc Jj }; Dd Dd KkKk Ee Ee Ll Ll $\mathbf{F} \mathbf{f} + \mathbf{f} \mathbf{M} \mathbf{m} \mathbf{m}$ Gg Gg Nn Nn CDCCS Co

ALPHABETS.

Oo Oo Uu Uu Pp Pp Vv Vv $\mathbf{Q} \mathbf{q} \mathbf{Q} \mathbf{q} \mathbf{W} \mathbf{w} \mathbf{W} \mathbf{w}$ $\mathbf{R} \mathbf{r} \mathcal{R} \mathbf{x} \mathbf{X} \mathbf{x} \mathcal{X} \mathbf{x}$ Ss Ss Yy Yy Tt Tt Zz Zy



LITTLE ANNA.

WHAT DO YOU SEE? *

little white daisies chicks I see white hen Anna's little chicks

I see little anna.

I see anna's white hen.

I see anna's little chicks.

I see anna's daisies.

(Seat work. Make with splints or brush)



LITTLE ANNA'S DAISIES.

the little daisies

the white daisies

Anna has pretty

the pretty daisies

pretty little white daisies.

Little Anna has daisies. Anna has white daisies.

(Seat work. Make with splints or brush.)





See the white daisies.

Has Anna the daisies?

Anna has white daisies.

I see the pretty daisies.

I see little Anna's daisies.

Pretty little white daisies!

LITTLE HELEN.

This is too Helen a pretty little girl little girl Is this

See this little girl.

Is this little Anna?

This is little Helen;

pretty little Helen.

(Seat work. Make with splints or brush.)





Little Helen is pretty.
Little Anna is pretty, too.
Anna has little daisies.
Helen has daisies, too.
Has Helen white daisies?

A DRAMATIZATION — (Number.)*

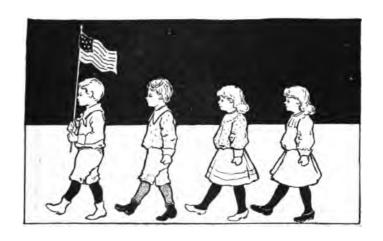
(Use, also, for word and phrase drill.)



1 One, two, How do you do?

One, two.

* See preface.



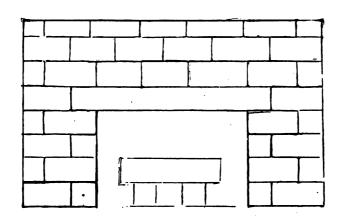
3 Three, four, 4 March before.

Three, four.



5 Five, six, 6 Bring the bricks.

Five, six.



7 Seven, eight, 8
Build a grate.



9 Nine, ten, 10 Off again!

HELEN'S DAISIES.

are yellow these little yellow daisies Helen's yellow daisies not these are

Are these daisies?
Are these white daisies?
Are these Anna's daisies?

(Seat work. Make with seeds or brush.)

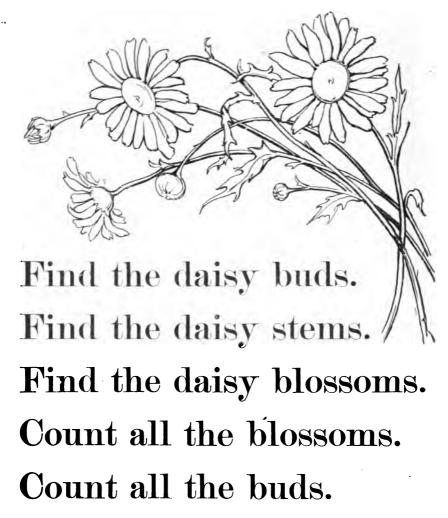




See the yellow daisies.
The daisies are Helen's.
Anna has white daisies.
Yellow daisies are pretty.
The little white daisies
are pretty, too.

PICTURE STUDY.

(Drill on new words hereafter as in previous lessons.,



All yellow daisies have yellow crowns.

All white daisies

have white crowns.

These crowns are pretty.

All the stems are green.

Are the buds green, too?

Little Helen's daisies

have yellow crowns.

Little Anna's daisies have white crowns.

FINGER PLAY.

(Use, also, for word and phrase drill.)*



Busy men, busy men, Are the baby's fingers ten.

Now they stand very high, Pointing straight to the sky;

Now they bend very low, Showing four in a row;

And the thumbkins we hide, Safe as can be inside.

^{*} See preface.

A MOTHER GOOSE RIDDLE.

"Humpty Dumpty
Sat on a wall.

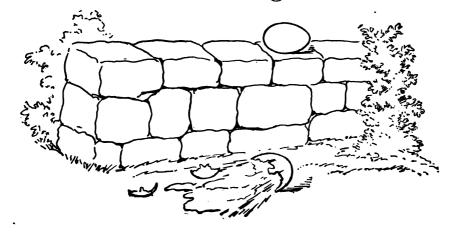
Humpty Dumpty
Had a great fall.

All the king's horses

And all the king's men,

Couldn't put Humpty Dumpty

Back there again."



24
THE WHITE CHICKENS.



Count these little chickens.

One, two, three, four, five, six, seven, eight, nine, ten—
ten little chickens;
ten pretty chickens;
ten pretty, little,
white chickens.

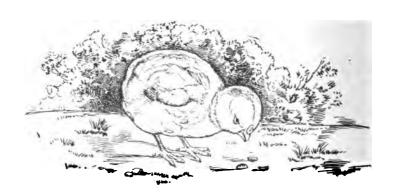
One little, two little,
Three little chickens;
Four little, five little,
Six little chickens;
Seven little, eight little,
Nine little chickens;
Ten little chickens white!

Are they Anna's chicks?
Are they not the hen's chicks?
What does Anna say?
What does the white hen say?
Anna says: "My little chicks."

The white hen says: "No, no.
They are my chicks—
my pretty chicks.
They are not Anna's chicks."
Who knows best?
The white hen knows best.

The white hen is the mother.

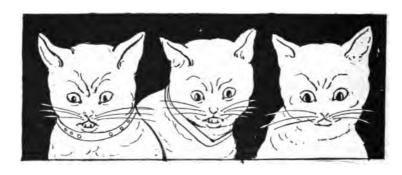
And mothers know best.



THE FINGER PLAY AGAIN. How do you do, little boys? How do you do, little girls? Show me all your fingers. Play your fingers are men. Play they are very busy men. Show four busy men in a row. Stand them straight and high. Men, point straight to the sky! Now, girls, bend the fingers low. Bend them low, boys, very low. Play the thumbkins are babies. Hide, baby thumbkins, hide! Hide inside the fingers.

Now the thumbkin babies are safe—safe as can be!

THE ANGRY LITTLE PUSSIES.



Angry little pussies,

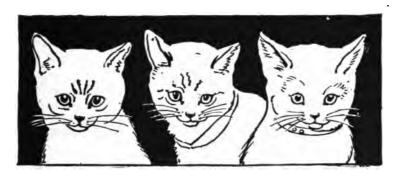
One, two, and three,

Angry little pussies,

What do you see?

Said the angry pussies,
One, two, and three,
"There's a very rude dog;
That's what we see!"

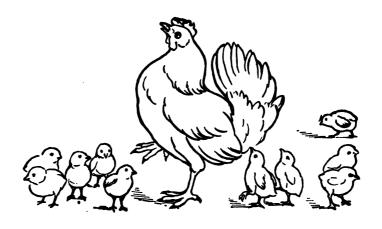
THE HAPPY LITTLE PUSSIES.



Happy little pussies,
All in a row,
What has made you happy,
I should like to know?

"We are happy pussies,"
Said one, two, three,
"For that very rude dog
Ran away, you see!"

THE WHITE HEN'S CHICKS.



See my little chicks.

Do you know their names?
One is Puffy; one is Fluffy;
and one is Tiny.

I have not named the others. You may name the others. Can you count my chicks?
I can not count as you do.
Cluck! Cluck! Good bye.
I must go now. Come, chicks.
Come, Puffy; come, Fluffy;
and come, Tiny.

Come, little chicks, come!
Come with mother.

Mother says come now!

(Paper cutting for seat work.)



WORD STUDIES.

(Seat work. Copy words and pictures.)

apple: an apple. (



Bee: a bee.



Cat: the cat.



Dog: the dog.

Eye: an eye.



Flag: my flag.



Goose: a goose. Hat: my hat ink-stand. Jug: the jug. Kite: my kite. a lemon. Mat: my mat.



Do you see us?
I am Sport.
This is Roger.
He is a baby.
I am his dog.
I love Roger.
Roger loves
me, too.

I can run fast. I can jump, too.
A baby can not run or jump.
I take good care of Roger.
Will you be good to Roger?
Then I will be good to you.

35 CAN'T YOU TALK?



- Holmes.

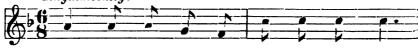
Can't you talk, doggie?
Can't you talk to me?
I love you, doggie.
Do you love me?
Poor old doggie! You can't talk.
But I know you love me.

BABYKIN AND THE BALL.*

SARAR E. SPRAGUE.

G. A. GRANT-SCHAEFER.

Rhythmically.



Here is Ba - by-kin's gay lit - tle ball;



See how round, and soft, and small;



She shall roll it and roll it to me,



While I count now "one, two, three!"



O - ver and o - ver, a - cross the floor,



O - ver and o - ver a - gain once more.

* See preface.



Back to Babykin, now roll the ball,
To her hands so soft and small;
Now, dear Babykin, toss it on high!
Make it like a birdie fly,
Over and over, across the floor,
Over and over again, once more.

Catch it, Babykin, gay little ball!
Catch the ball so round and small.
Throw it, Babykin! There, let it go,
Far as baby hands can throw,
Over and over, across the floor,
Over and over again, once more!

38
BABY'S DOG FLASH.



Oh, I am so happy!
Our baby has come home.
I am the baby's dog, Flash.
Our baby can not walk.
Our baby can not talk.
But he can sit up.
Do you know our baby?

I take care of him.

He loves little dog Flash.

One day the baby went away.

He went on the cars.

I was not happy that day.

I ran after the cars.

Oh, I ran, and ran, and ran!

But I did not get the baby.

Do you like the cars? I do not.

They took the baby away.

I am as happy as I can be now.

Our baby has come home—our dear, dear baby!

40
MAX AND JOE.



Good morning, Max.
How do you do, Joe?
Can you two boys run?
Will you run a race?
Run to that tree and back.
I will count for you.

41
THE RACE.



One, two, three!
Boys, get ready.
Run to the tree,
And back to me.
Ready, Max! Ready, Joe!
Now; one, two, three, GO!

WHAT CAN YOU DO?

Good morning, boys and girls. What can you do this morning? Can you run as fast as Flash? Can you jump as high as Sport? Can you take care of the baby? Can you catch Babykin's ball? Can you throw it and toss it? Can you roll it over and over? Can you fly like a birdie? Can you march across the floor? Can you bring the bricks? Can you build a grate? Can you play "Angry Pussies"? Can you play "Happy Pussies"?



How do you like to go up in a swing,

Up in the air so blue?
Oh, I do think it the pleasantest thing

Ever a child can do!

-Robert Louis Stevenson.
(Abridged.)

WORD STUDIES.

(Scat work. Copy words and pictures.)

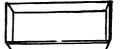
Nut: the nut.



Owl: an owl.



Pan: my pan.



Quail: a quail.



Rat: the rat.



Spade: my spade.



Table: the table. The Table: The table of the table. The table of the table. The table of t

Vase: a vase.



Watch: the watch. X: the letter.

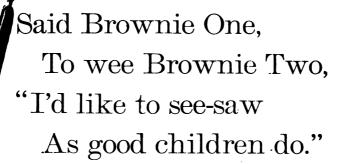




Zebra: the zebra.



THE BROWNIES' SEE-SAW.



"Well, Brownie One,"
Said wee Brownie Two,
"Bring me a toad-stool,
And a cat-tail, too."

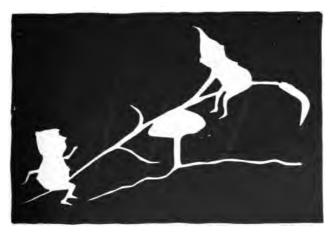
"Balance these two,
Now dear Brownie One,
And quick as a flash,
Our see-saw is done."



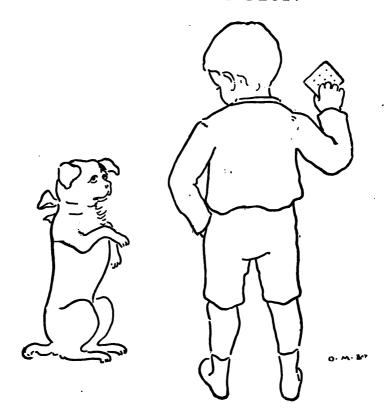
So Brownie One,
And wee Brownie Two,
Balanced the see-saw,
As good children do.

Then up and down,
Went these brownies two,
For the toad-stool was strong,

And the cat-tail, too!



FRANK AND TIPTOP.



Are you a little boy?
This is our boy, Frank.
His dog's name is Tiptop.

Tiptop can run fast; and he can jump.

He can sit up and beg.

Frank says: "Sit up, sir; sit up. Beg, sir, beg!"

Then Tiptop sits up as you see him now.

Tiptop can shake hands.

When he shakes hands or sits up, Frank says:

"Good Tiptop! good dog!"

Do you love dogs?

Boys love good dogs; and dogs love good boys.

THE STORY OF THE BLACK HEN.



(Seat work. Picture with brush or pencil.)

This is

the black hen.

This is the nest



For the black hen made.



This is the egg

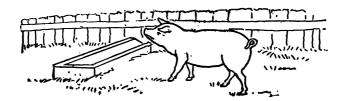
That the black hen laid.

This is the chick



That came from the egg That was laid in the nest For the black hen made.

WHAT PIGGY WHITE WANTS.



Wee, wee! Wee, wee!

I am Piggy White.

I want the boy that feeds me.

Where can he be?

I am hungry.

It is dinner time.



I want some milk.

I want my dinner.

I want some corn.

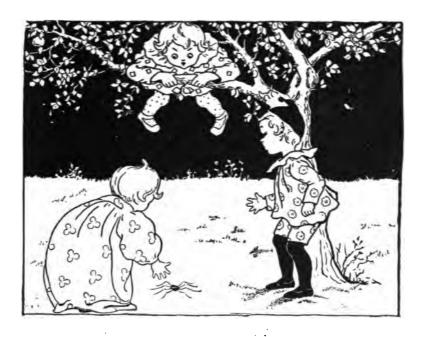
I want some apples.



I want some potatoes. Corn makes me grow. Milk makes me grow. Potatoes make me grow. Apples make me grow. I am a little pig now. I want to be a big, BIG pig. Oh, I am so hungry! Where is the boy that feeds me? Do you see that boy? Tell him to feed Piggy White.

(Seat work. Make with splints or brush.)					
1					

GRANDFATHER LONG LEGS.



Grandfather Long Legs,
Without tooth or tongue,
Now point your finger,
If I am wanted home!

- Folk Lore Rhyme.

54
POOR LITTLE BIRDIE.



Poor little birdie, out in the snow,

No one to feed you, nowhere to go!

What will you do

to get out of the storm?

Where will you go to get yourself warm?

I'll open the window and throw you a crumb,

And open the door, too, if you will but come!

Poor little birdie, out in the snow,

No one to feed you, nowhere to go!

WHAT GRANDFATHER LONG LEGS SAYS

Why do the children call me

"Grandfather Long Legs?"

I am not their grandfather!

Is it polite to talk of my long legs?

I have seen longer legs than mine!

Why do they say,

"without tooth or tongue?"

Is it polite to talk to me so?

Why do they ask me

to point my finger?

How can I tell

if they are "wanted home?"

They take me up by one leg.

I do not like that at all.

Please ask them to be kinder to me!

TWO WAYS.

Lady Bug, Lady Bug, Fly away home! Your house is on fire, Your children will burn.

-Folk Lore Rhyme.



Lady Bug, Lady Bug,
Fly away, do;
Fly to the mountain
And feed upon dew;
Feed upon dew,
And sleep on a rug,
And then run away
Like a good little bug!
—Chinese Nursery Rhyme.



LADY BUG.

Little maiden, have you seen Lady Bug?
Does she feed upon dew?
Does she sleep on a rug?
What do you say to poor Lady Bug?
Do you say, "Your house is on fire?"
Do you say, "Your children will burn?"
Do you say, "Fly away home?"
Do you say, "Fly to the mountain?"

MEMORY GEM.

Each flower holds up

A little cup,

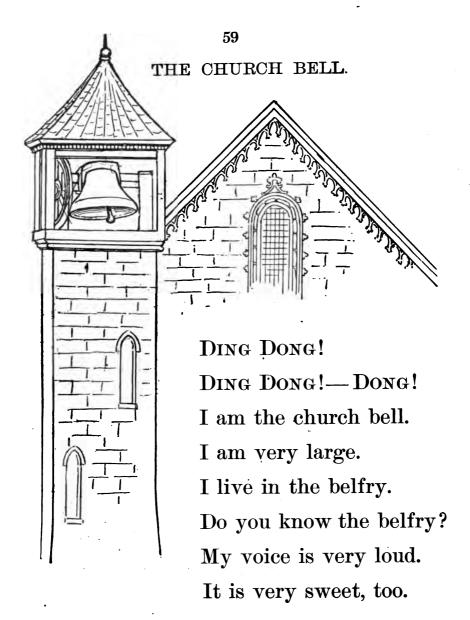
To catch the rain and dew;

The drink of flowers,

That comes in showers,

Is just the drink for you.

- Unknown.



Do you know my voice?

Do you know me from other bells?

I call you to church.

I want you to hear me.

You can hear me a long, long way.

I speak to you often.

I speak to you most often on Sunday.

What do I say to you, little boy?

What do I say to you, little girl?

This is what I try to say:—

"I am calling, calling you!

Through the sunshine, through the dew,

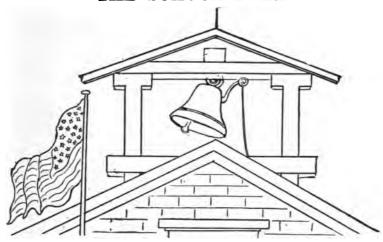
Through the warm and pleasant showers,

Through the pretty, pretty flowers,

Through the storms of snow or rain,

I am calling you again!"

THE SCHOOL BELL.



DING DONG! DING DONG!—DING!

I am the school bell.

I live in a belfry, too.

You all know my voice.

It is very loud and very clear.

You can hear me a long way.

I call you to school.

I speak to you on five days of the week.

Here are their names—Monday, Tuesday,

Wednesday, Thursday, Friday.
On Saturday and Sunday I am still.
Why do I not call you then?
What do I say to you, children?
"Come, children. Come, come, come.

"Come, children. Come, come!

It is school time, children.

You must not be late.

You must not be late.

Never, never, be late at school.

Come to school! Come to school!

Hurry, children! Hurry! Hurry!

O, hear! O, hear!
So sweet, so clear!
Come here, my dear!
My dear, come here!"

This is what I say, over and over.

THE DAYS OF THE WEEK.

Monday Tuesday Thursday Fridau

Wednesday Saturday

How many days in a week?

Name the first day of the week.

Name the second day.

What is the third day?

What is the fourth day?

Name the fifth day.

Name the sixth day.

What is the seventh day?

nd third f sixth seventh second

SUNBEAMS AND SHADOWS.*

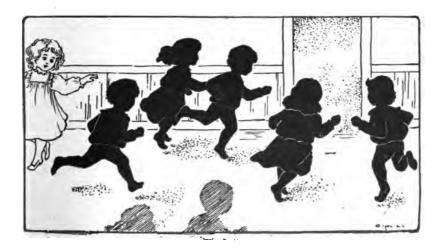
(Game for dark days.)



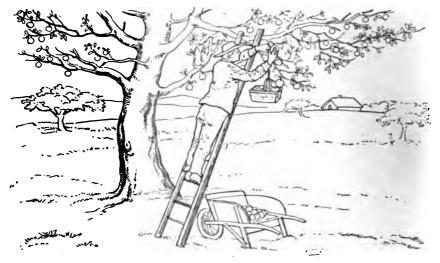
This is the way the sunbeams go,
Back and forth, and to and fro,
Up and down, and round about,
Just to drive the shadows out;
Just to drive the shadows out,
Up and down, and round about,
Back and forth, and to and fro,
This is the way the sunbeams go!

*See preface.

This is the way the shadows flee,
From the corners, don't you see?
Racing and chasing o'er the floor,
Till they reach the open door;
Till they reach the open door,
Racing and chasing o'er the floor,
From the corners, don't you see?
This is the way the shadows flee!



THE APPLE HARVEST.



The farmer picks his apples now.

There are apples to sell,

And apples to dry;

Apples to bake,

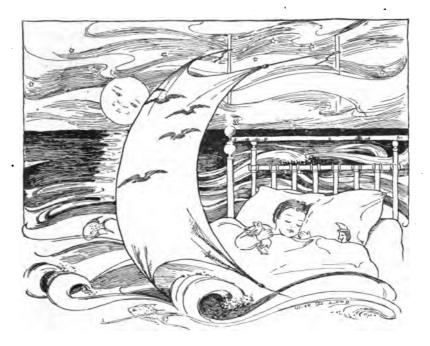
And apples for pie.

Red apples, yellow apples,

sweet apples, sour apples—

apples big and apples small!

All are ready to harvest.



MY BED IS A BOAT

(To be Memorized)

My bed is like a little boat;

Nurse helps me in when I embark;

She girds me in my sailor's coat

And starts me in the dark.

At night, I go on board and say

Good-night to all my friends on shore;
I shut my eyes and sail away

And see and hear no more.

And sometimes things to bed I take,

As prudent sailors have to do;

Perhaps a slice of wedding-cake,

Perhaps a toy or two.

All night across the dark we steer;

But when the day returns at last,
Safe in my room, beside the pier,
I find my vessel fast.

---Robert Louis Stevenson

ONLY ONE MOTHER.

(To be memorized.)

"Hundreds of stars in the silent sky,

Hundreds of shells on the shore together,

Hundreds of birds, that go singing by,

Hundreds of bees in the sunny weather;

Hundreds of dewdrops to greet the dawn,

Hundreds of lambs in the purple clover,

Hundreds of butterflies on the lawn —

But only one mother the wide world over."

WHAT THE SNOWFLAKES SAY.



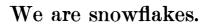
Down we come! Down we come! Hurry, hurry, flurry, flurry!

Do you know us?

Are we white feathers?

Are we white wool?

No; not feathers and not wool!



Call the little boys!

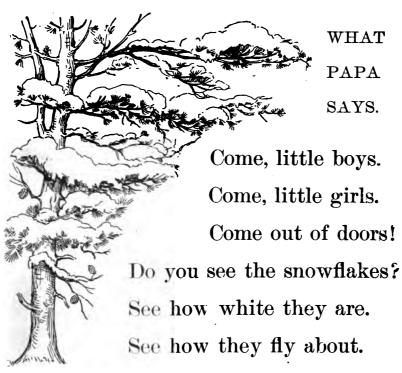
Call the little girls!

They know us and they like us.









"Come out, come out," they say;
"Come out, come out, come out to play."

Hurry, boys! Hurry, girls!



WHAT MAMMA SAYS.

Where is Max? Where is Joe? Please get little Roger's sled. We will take Roger out with us. It does not snow now. Where are your mittens, Helen? And where are Anna's mittens? Where is your cap, Joe? Roger, let me button your coat. Do you want to go, too, Sport? Will you draw Roger's sled? Button up your coats, children. All ready, Captain Max? Now let us go.

[&]quot;God giveth His snow like wool, Soft and white and beautiful."

WHAT CAPTAIN MAX SAYS.



Hurrah for the snow! Hurrah! See how soft it is. Just right for snowballs! Just right for a snow man! Just right for a snow fort!

Now for the snowballs!

Make good ones, Helen.

Make round ones, Anna.

Not too hard, Joe!

Papa says, "Not too hard

when the girls play."

How do you like this, Mamma?

Is n't this fun, little Roger?

Take care, Sport! Take care, sir!

To-morrow we will make a snow man.

To-morrow we will make a snow fort.

Will you name the snow man, Mamma?

Now we will make a great snowball

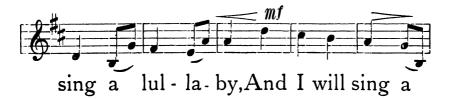
for Papa to see to-night.

LULLABY.











TEN LITTLE RABBITS.

- One little rabbit,
 under a tree,
 Called to the others: "Come
 and find me!"
- 2. Two little rabbits found Rabbit One Jumping and running;
 Oh, what fun!
- Three little rabbits
 found Rabbit Four,
 Nibbling some clover,
 by the barn door.

4.

Four little rabbits took Rabbit Five,

In a cabbage coach, for a long drive!



Five little rabbits

showed Rabbit Six,

In jumping and running, many new tricks!



6.

Six little rabbits, that happy day,

Got Rabbit Seven to come out to play.

7.

Seven little rabbits

ran through a gate,

Into a cabbage field,

and found Rabbit Eight.

8.

Eight little rabbits

heard a dog whine,

And ran like mad

to tell Rabbit Nine!

$\mathbf{I.} \quad \mathbf{II.} \quad \mathbf{III.} \quad \mathbf{IV.} \quad \mathbf{V.}$



Nine little rabbits

hid in a pen,

Away from the dog, beside Rabbit Ten!



Ten little rabbits, hidden out of sight,

Went fast asleep, and slept all night!

VI. VII. VIII. IX. X.

80
THE BLUEBIRD.



A bit of sky

To make a coat:

A rosy vest
And rounded throat;
A silver tint
In tail and wing;
A joyous song
About the spring.



"Daffydowndilly has come up to town, In a yellow bonnet and a green gown."

WHAT BIRD AM I?

I am a song bird.

I come in the spring.

Daffydowndilly comes with me.

She has a yellow bonnet

and a green gown.

I have a full, rounded throat.

My throat is full of songs!

My songs are sweet and joyous.

I sing about the spring.

My coat is blue.

It is like a bit of the sky.

There are silver tints

in my tail feathers.

There are silver tints

in my wing feathers, too.

My vest has rosy tints in it.

83
THE PUZZLE.



If all the world were water,
And that were turned to ink,
What SHOULD we do for food to eat?
What SHOULD we do for drink?

- Nursery Rhyme.

84
THE LITTLE MOUSE.



Once there was a little mouse.

His name was Creepy-Crawly.

He went creeping, creeping,
all through the house.

One day Creepy-Crawly saw a cat.

The cat was asleep—fast asleep.

She was on a braided mat.

Creepy-Crawly saw the braided mat.

Then he saw the cat.

Creepy-Crawly said "Oh, oh, oh!

That is a cat—a big cat!

I am glad she is asleep.

I do not like cats.

I will run home.

Good-bye, old cat!"

The cat did not see Creepy-Crawly.

She did not hear Creepy-Crawly.

She was fast asleep all the time.





(Paper cutting or brush work.)

SLEEPY BLINKY-WINKY.*

Creepy-Crawly was a mouse,
Creeping, crawling, through the house.

Blinky-Winky was a cat, Sleeping on a braided mat.

Creepy-Crawly found the cat,
Fast asleep upon the mat.

Blinky-Winky did not hear,
Did not know a mouse was near.

Mousie thought he would not stay, So he softly ran away.

"Cats are bad to mice," said he.

"And at home I'll safer be."



* See preface.

Fie! old Blinky-Winky, fie!
Cats should sleep with but one eye!

Don't you know, you sleepy cat, That your mother told you that?

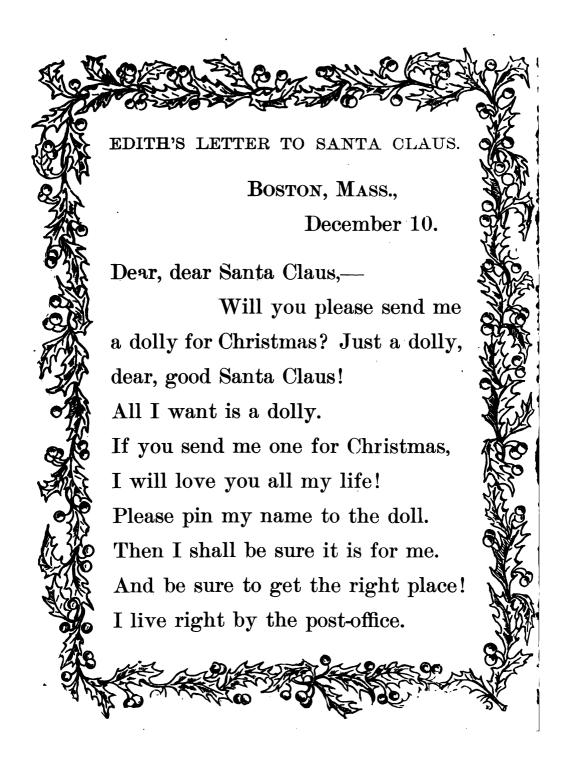
Yet, to-day you slept right on; Never knew the mouse had gone!

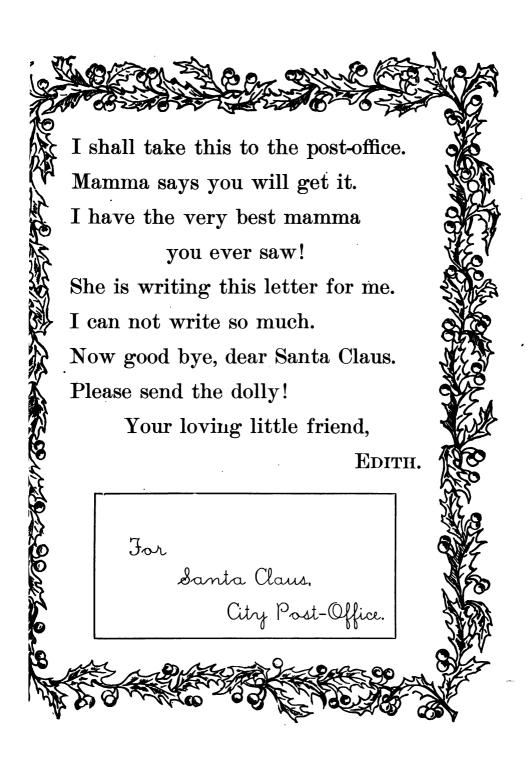
Safe are all the mice from you, For you nothing, nothing, do!

But I'm glad they get away, For they like to live and play.

Just the same as you or I;—Blinky-Winky cat, good bye!







SANTA CLAUS TO EDITH.

- Santa sends you this dear doll Rather than a letter.
- Love her, Edith; all in all, .
 Santa has no better!
- Always kind and always good, Be, my dear, to dolly; Finding fault and being rude
- Is the worst of folly.
- Gently treat her all the time;
 Happy be to tend her;
 Harshness is next thing to crime,
 So, dear child, be tender.
- Softly sing and speak but low;
 Always be a lady;
 That's the way good mothers do
 Taking care of baby!



THE GOOD LITTLE MOTHER.

SANTA CLAUS TALKS TO HIMSELF.

I am glad I sent
that doll to Edith!
She is a good child,
a little lady.

I never saw her angry or rude.

She never

finds fault.



Such things are the worst of folly!

Edith treats her doll so gently!

She is like a good little mother.

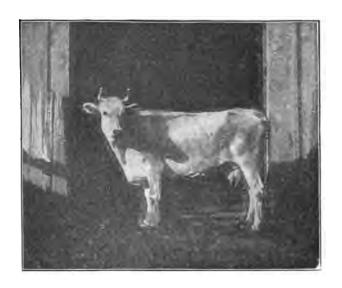
To me, harshness is next to a crime.

What a happy time Christmas is!

I am glad I am Santa Claus.

Merry, merry Christmas to all!

93 BETTY'S COW.



I am Betty's good cow, Buttercup.

I think Buttercup is a pretty name.

All summer I stay in the pasture.

My pasture has sweet, green grass in it.

The pasture has green trees in it, too.

Night and morning Betty comes to me.

"Come, Buttercup, come!" she calls.

"Come, the babies want some milk."

Then I come to her and Betty milks me.

Betty likes me and I like Betty.

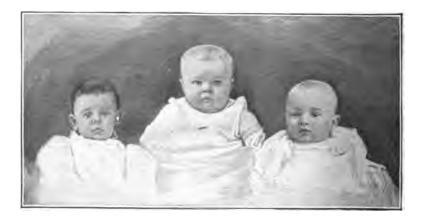
She always treats me very gently.

I give good, sweet milk.

Betty says children must have good milk.

Good milk makes children grow.

Betty always calls me her good cow—her gentle, pretty Buttercup. I like that.



BABY STUART.*



BABY STUART.

- Van Dyc.

Dear little Baby Stuart!

This is a fine picture of you.

Who made this beautiful picture?

* See preface.

Dear little prince!

You have beautiful eyes.

Are you looking at the queen?

Who gave you that apple?

Was it the queen?

Do little princes like apples?

What a fine, rich dress you have!

Do you like that rich dress?

Why do you wear that cap?

Do all little princes wear caps?

Poor little man! You can not tell.

You can not talk much.

You are not old enough.

By and by you will talk enough!

Will you say kind words then?

97
MORE ABOUT BABY STUART*



Good morrow to you, little prince!
Good morrow to your sisters!
Good morrow to Prince Charlie!
Prince Charlie has a fine dog.
Do you like Prince Charlie's dog?
*See preface.

Do you like the little spaniel?

The spaniel likes you, little prince!

By and by you will be a king.

When you are a king, you will not be called "Baby."

You will be called King James — King James Second.

Will you be a good king?
Will you say kind words then?
It is hard to tell!
It is hard to be a good king.
You will know that soon enough!
Good bye, little James Second.
Good bye, dear little prince.
Good bye, Baby Stuart, good bye!

WHAT SIX LITTLE BOYS WISHED.

(Use for dramatization.)



I would be a sailor,
Sailing o'er the sea;
Captain of a ship, sir,
Happy would I be!

I would be a doctor,And I'd cure your illsWith a sunshine tonic,On the sea or hills!





I would be a soldier!
With my sword
and gun,
I would march to battle,
To the fife and drum!

I would be a judge, sir,

With my wig
and gown;

If you smiled
but once, sir,

You would
see me frown!





I would be a teacher,

And I'd make a rule

Dropping all

the lessons

Dreaded by the school!

I would be a farmer,

Planting all my ground

So that nuts and apples

Always could be found!





OLD GLORY

OUR FLAG.

(Seat work. Make flags.)

Look at me, children.

I am your flag.

I stand for your country.

It is a free country, all free.

Do you know your country's name?

See my stars and stripes.

How many stripes have I?

What do my stripes mean?

How many stars have I?

What do my stars mean?

See my beautiful colors.

The red says: "Be brave."

The white says: "Be pure."

The blue says: "Be true."

Some call me "The Stars and Stripes."

Some call me "The Red, White and Blue."

Soldiers call me "Old Glory."

Take off your hats when you see me.

Hurrah! for "The Stars and Stripes!"

Hurrah! for "The Red, White and Blue!"

Hurrah! for "Old Glory!"

MEMORY GEMS.

"Hats off!

Along the street there comes

A sound of fifes, a sound of drums,

A flash of color beneath the sky;

Hats off!

The flag goes by."

— Selected

105 THE WINDMILL.



"Blow, wind, blow, and go, mill, go,

That the miller may grind his corn;

Then the baker may take it,

And into cakes make it,

And bring us some hot in the morn."

THE STORY OF THE FAN

Good morning, children.

It is very warm to-day.

I will cool your cheeks for you.

I am a fan, you see.

What kind of a fan am I?

Once I looked like this.

I was a large leaf.

The leaf grew on a palm tree.

The palm tree had other leaves.

All were large and had long points at the edge.

The points looked a little like very, very long fingers.

This shows how a fan palm tree looks.

At last I was cut from the tree.

Then all my points were cut off

Do you see what they did

to my edge?

After all that I was a fan.

Do you know the kind now?

Oh, you all know, do you?

I am a palm leaf fan, am I?

Yes, that is right.

(Seat work. Draw or cut fans.)









108

GOOD CHILDREN STREET.

(Memory gem, dramatization, and word study.)



See, here comes an army
with guns painted red,

And swords, caps, and plumes of all sorts;

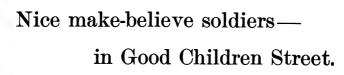
The captain rides gaily and proudly ahead

On a stick-horse that prances and snorts!



Oh, legions of soldiers

you're certain to meet—



— Eugene Field.

(Abridged.)

From Love Songs of Childhood. Copyrighted 1894, by Eugene Field. By permission of Charles Scribner's Sons, Publishers.

MEMORY GEMS.

"Child, keep every happy thought which Heaven sends."

He that built all things is God.

God's in His heaven—
All's right with the world!

— Robert Browning.

Good is good always and everywhere.

- Lucy Larcom.

Love is sunshine, hate is shadow.

- Longfellow.

Little maiden, little man,
Be as pleasant as you can;
For a naughty word, they say,
Changes sunny skies to gray.

"Love is always busy, God works over all."

Let brotherly love continue.

-- Bible.

Whoever would eat the kernel must crack the nut.

- Danish Proverb.

The Lord is good to all
and His tender mercies
are over all His works.

-Bible.

Look up and not down;
Look forward and not back;
Look out and not in;
Lend a hand!

- Edward Everett Hale.

KEY TO PRONUNCIATION.

(See latest edition Webster's International Dictionary.)

${f A}$	O	${f Y}$
ā as in gāte	ō as in gō	y as in my
ă as in căp	ŏ as in lŏt	ỹ as in cit'ỹ
a as in ask	ò as in òth'er	С—СН
ä as in stär	o as in wolf	e as in eat
a as in what	o as in do	ç as in çent
a as in ball	ô as in stôrk	ch as in child
â as in châir	ö as in ö blige	eh as in ehord
ā as in sen'āte	oo as in moon	çh as in çhaise
	oo as in good	S
${f E}$	ou as in count	s as in same
ē as in ēve	ow as in now	s as in has
ĕ as in gĕt	oi as in soil	ı N
ē as in hēr	U	n as in not
ê as in whêre	ū as in tūbe	n (ng) as in un'cle
ë as in ë nough'	ŭ as in cŭp	X
e as in eight	ų as in pull	x (ks) as in ex pect'
	u as in rude	\bar{x} (gz) as in $e\bar{x}$ ist'
I	û as in bûrn	F
ī as in fīve	นิ้ as in นี้ nique'	f as in farm
i as in it	C	f (v) as in of
	G	PH
ï as in ma chīne'	g as in get	
i as in i de'al	ġ as in ġem	ph (f) as in Phil'ip

This Key to Pronunciation is for reference and will cover all ordinary cases. The pupils should gradually be taught the use of the discritical marks, but need not complete this work before Book III. is reached.

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